

# Universal Design for Learning: An introduction

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2016-2017 CETL Faculty Fellow

March 2, 2017

# Welcome & Introductions

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Who are you?

Where do you work on campus?

What brings you here today?

*...lunch is an acceptable answer!*

# Universal Design for Learning

**Workshop series**

March 2, 12-1:30p

**Universal Design for Learning:  
An introduction**

March 9, 12-1:30p

**Universal Design for Learning:  
In practice**

March 16, 12-1:30p

**Universal Design for Learning:  
Challenges & considerations**

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# In this session, we will:

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- Discuss the key concepts of Universal Design for Learning
- Define the three principles of Universal Design for Learning
- Identify ways that these principles can be used to facilitate learning for diverse students

# What is Universal Design for Learning (UDL)?

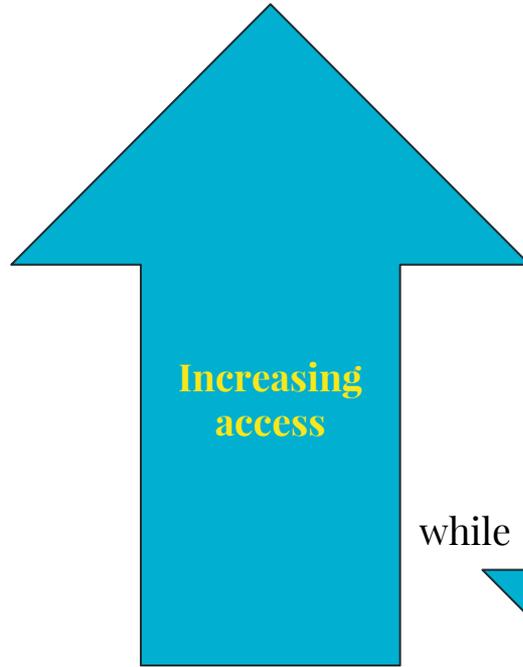
CAST  YEARS OF  
INNOVATION  
1984-2009

*Transforming education through Universal Design for Learning — <http://www.cast.org>*

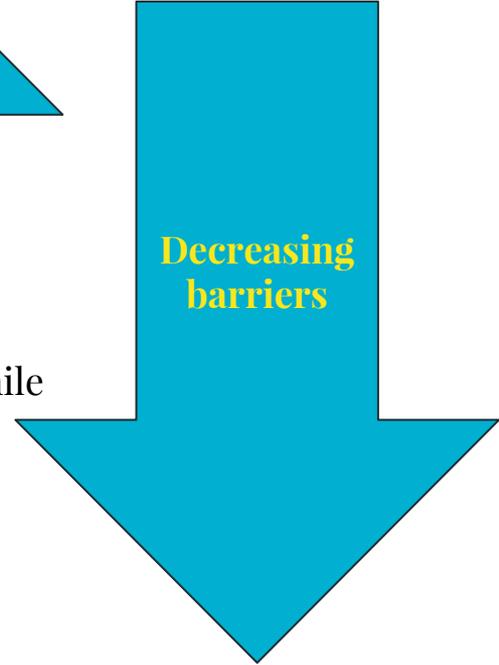
# UDL at a glance

“a framework to  
improve and optimize  
teaching and learning  
for all”

**UDL focuses  
on:**



while



# UDL does NOT focus on:

Watering down student learning objectives or curricular content

Eliminating all accommodations for students with disabilities

Overhauling curriculum or course content

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# The three UDL principles:

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## Provide multiple means of engagement:

Each learner in our classrooms is engaged in a unique and personal way. What catches one student's attention may cause another to roll her eyes. Considering the myriad ways to engage motivation will connect more of our learners to course content.

## Provide multiple means of representation:

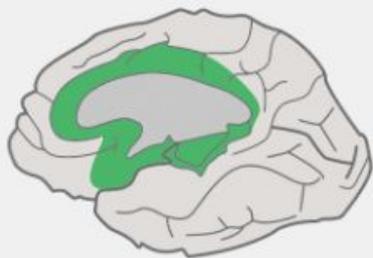
All learners make sense of information in different ways. We can help them develop their knowledge by presenting the same concept represented in a variety of formats (e.g. text, video, audio).

## Provide multiple means of action and expression:

While all learners in a classroom may have attained the same student learning objectives, they may not be able to **best** express this learning in the same way. Providing a variety of opportunities to express the same learning outcomes can help all learners succeed.

# UDL and neurocognitive networks

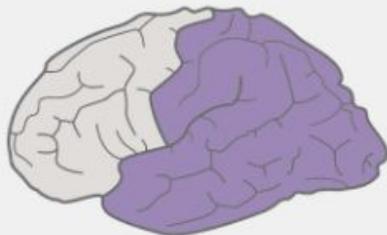
AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

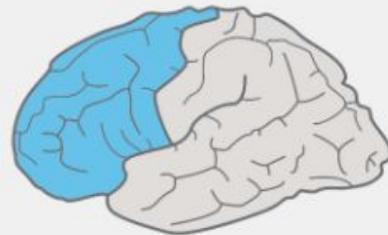
RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

# The three UDL principles in practice:

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Provide multiple means of engagement:

Ask students to engage in both individual and group work in your classroom

Provide multiple means of representation:

Share information about course concepts in several formats - text, video, audio - as appropriate / possible

Provide multiple means of action and expression:

Provide a number of different low-stakes assignments students complete as they work toward attaining the course objectives

# Important considerations about these principles:

Implementing UDL principles may reduce, but not completely replace, accommodations.

These principles do not represent a one-size-fits-all approach.

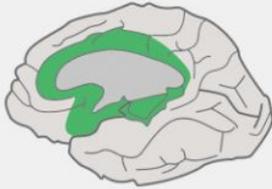
**Most importantly**, you are probably already using these concepts in your teaching!

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# Stop & think

How are you already using these three UDL principles in your classroom(s)?

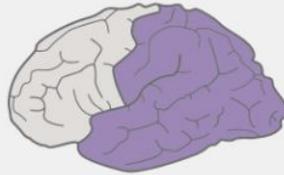
AFFECTIVE NETWORKS:  
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## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

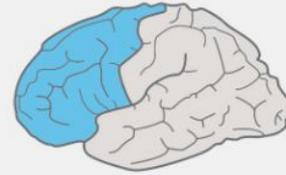
RECOGNITION NETWORKS:  
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## Action & Expression

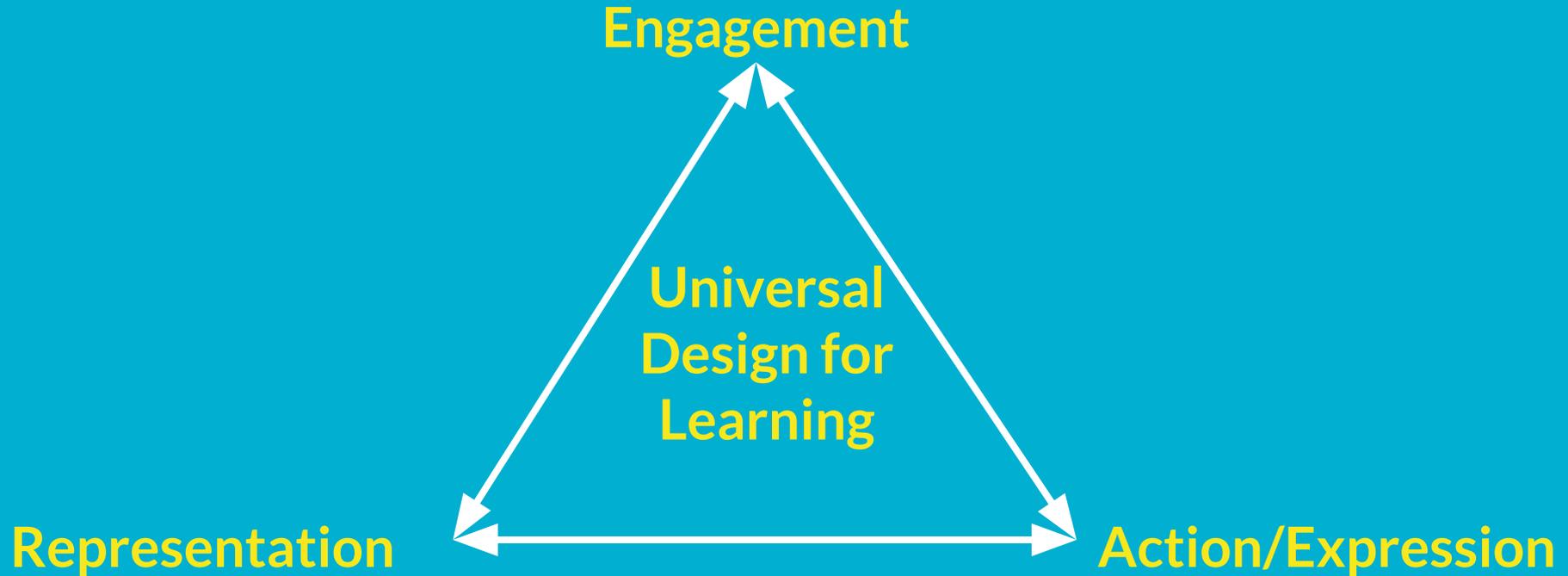
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

# Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.

# The relationships between these principles



# Integrating multiple means of engagement

National Center for Universal Design for Learning. (2014, November 12). *Universal Design for Learning Guidelines*. Retrieved from [http://www.udlcenter.org/aboutudl/udlguidelines\\_theorypractice](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)

# Integrating multiple means of engagement:

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Optimize choice and autonomy

→ Give learners options where appropriate

Optimize relevance, value, authenticity

→ Relate learning experiences to “real life”

Minimize threats/distractions

→ Vary the social demands of activities

Heighten salience of goals/objectives

→ Break long-term goals into smaller objectives

Vary demands/resources to optimize challenge

→ Use different tasks to work toward similar goals

Foster collaboration/communication

→ Encourage learners to consult with their peers

Increase mastery-oriented feedback

→ Focus feedback on reaching a standard (rubric)

Promote beliefs that optimize motivation

→ Use learned peers’ work to model goals

Facilitate personal coping skills/strategies

→ Provide structures to deal with “subject phobia”

Develop self-assessment/reflection

→ Illustrate learners’ progress over time

# Stop & think

How can you integrate multiple means of engagement into your classroom(s), either more intentionally or in a new way?

# Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

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# Integrating multiple means of representation

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# Multiple means of representation:

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- Offer ways to customize information display → Provide resources learners can adapt/modify
- Offer alternatives for auditory information → Provide transcripts for videos
- Offer alternatives for visual information → Provide text to describe images/graphics
- Clarify vocabulary and symbols → Hyperlink within text to define key terms
- Clarify syntax and structure → Highlight relationships with concept maps
- Support decoding text/math notation/symbols → List and define key terms
- Promote understanding across languages → Use visual resources to clarify vocabulary
- Illustrate through multiple media → Present concepts in several symbolic formats
- Activate/supply background knowledge → Emphasize cross-curricular connections
- Highlight patterns, relationships, big ideas → Use outlines to illustrate conceptual structures
- Guide information processing/visualization → Chunk information into smaller content
- Maximize transfer/generalization → Use familiar contexts to ground new concepts

# Stop & think

How can you integrate multiple means of representation into your classroom(s), either more intentionally or in a new way?

# Talk & share

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# Integrating multiple means of action and expression

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# Multiple means of action & expression:

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Vary methods for response/navigation

→ Provide materials that can be used at own pace

Optimize access to tools and assistive technology

→ Allow assistive technologies (i.e., screen readers)

Use multiple media to communicate information

→ Share information online and physically/face-to-face

Use multiple tools for construction/composition

→ Employ concrete manipulatives to demonstrate ideas

Build fluency with graduated support/practice

→ Build/reduce scaffolds throughout coursework

Guide goal setting

→ Provide estimated time, effort, and difficulty

Support planning and strategy development

→ Give checklists/planning templates for larger tasks

Facilitate managing information resources

→ Guide note-taking with outlines

Enhance capacity for progress monitoring

→ Share examples of annotated student work

# Stop & think

How can you integrate multiple means of action / expression into your classroom(s), either more intentionally or in a new way?

# Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.

# Key takeaways:

**Consider these points as you figure out how UDL might work in your classroom.**

In an ideal world, using UDL in your teaching should be intentional and proactive.

Identify the stuck points, issues, or key challenges students encounter in your classroom:

Which UDL principle(s) could you use to reduce the barriers to learning they encounter?

If at first you don't succeed, try again... or try something else!

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# Next session:

Universal Design for Learning: In practice

March 9, 12-1:30p

Hear from your colleagues about how they have integrated UDL into their teaching practices!

# References

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[CAST]. (2010, January 6). *UDL at a glance*. [Video File]. Retrieved from <https://youtu.be/bDvKnY0g6e4>

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CAST. (2015). *About Universal Design for Learning*. Retrieved from <http://www.cast.org/our-work/about-udl.html#.V88Bc-krKUK>

National Center on Universal Design for Learning. (2014, November 12). *Universal Design for Learning Guidelines*. Retrieved from [http://www.udlcenter.org/aboutudl/udlguidelines\\_theorypractice](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)

